

Native American Education and Place-Based Learning



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Thomas Theorem

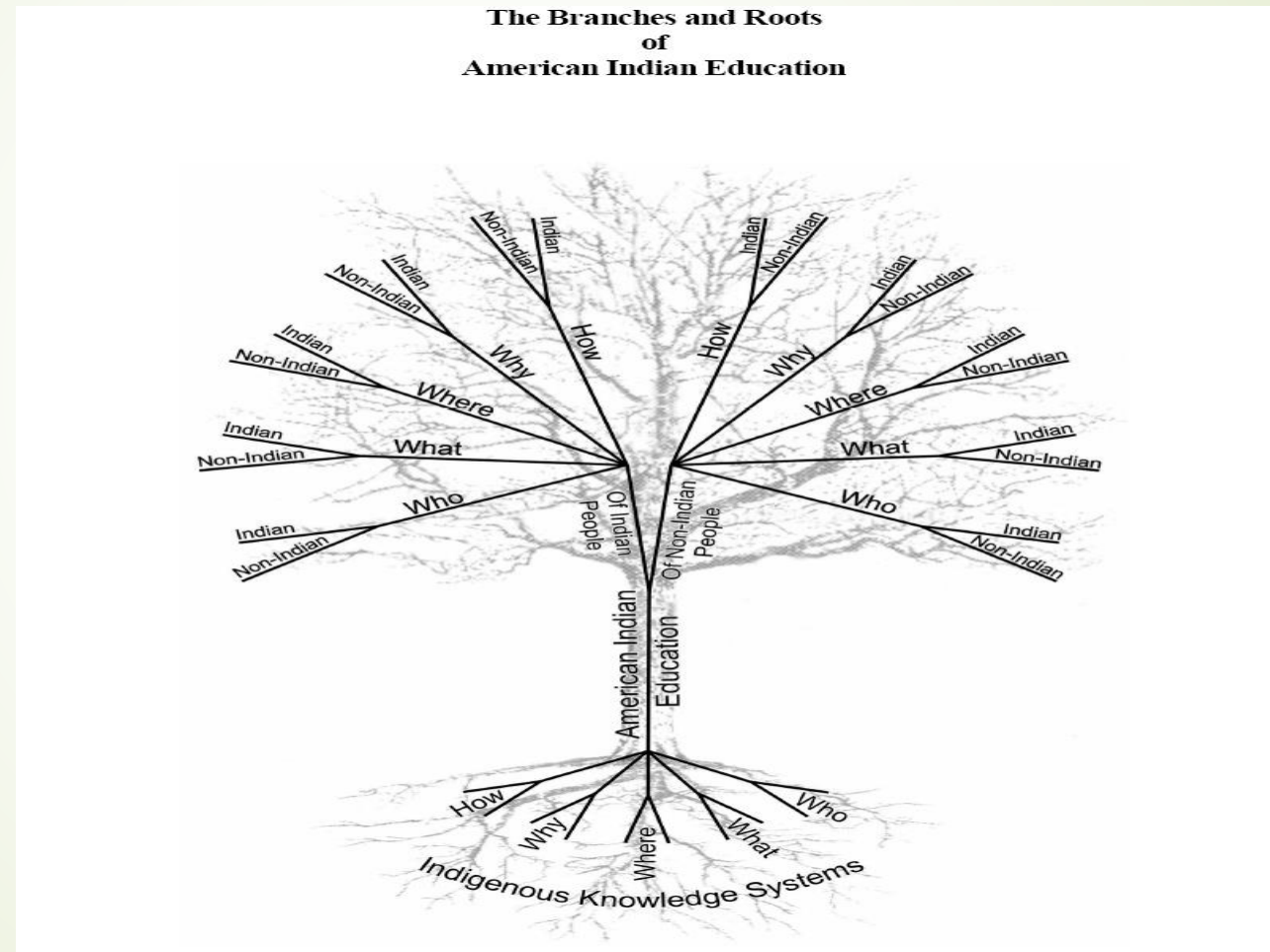
- ▶ “If [people] define situations as real, they are real in their consequences” (W.I. Thomas, 1928).



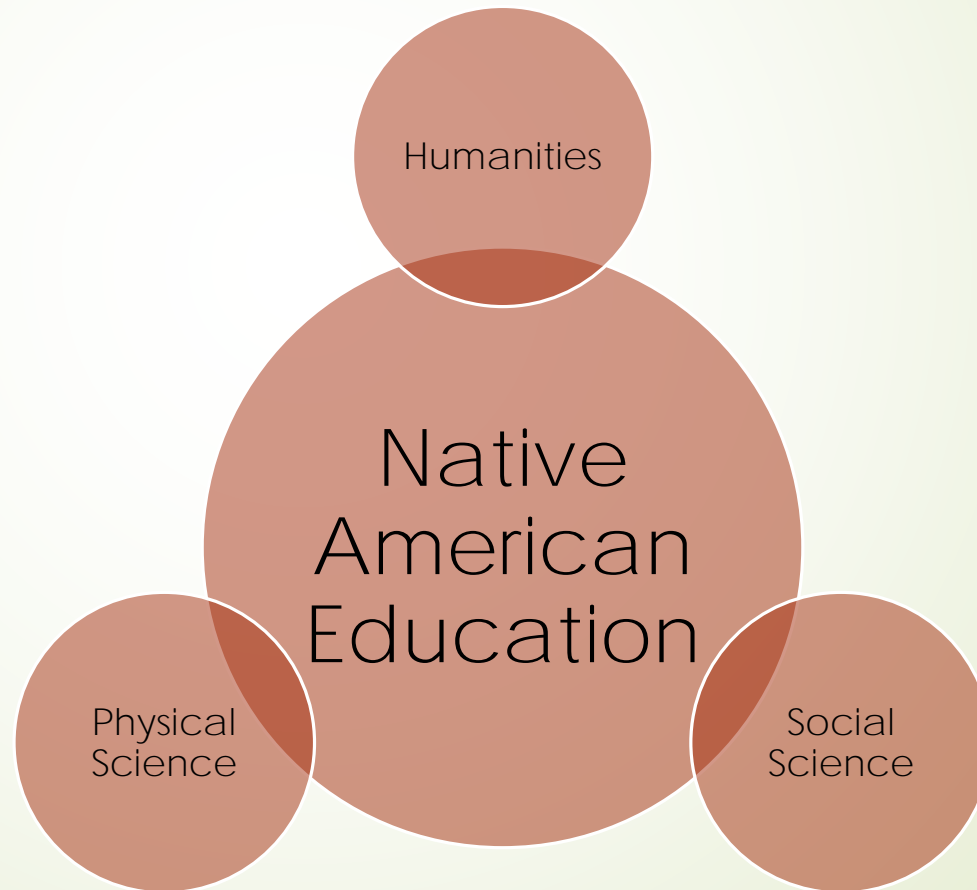
A Turtle Island of Stasis



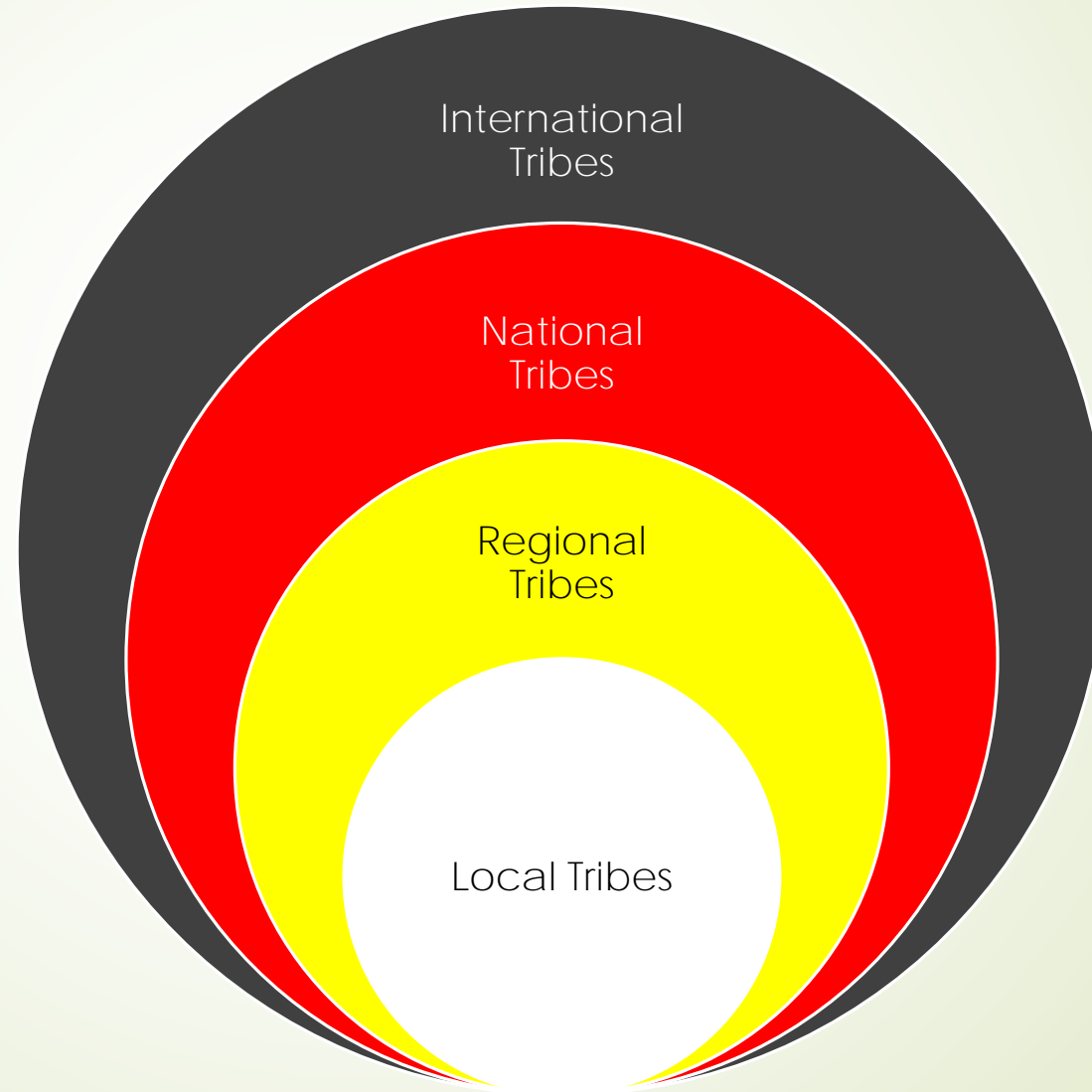
Little Tree of Education



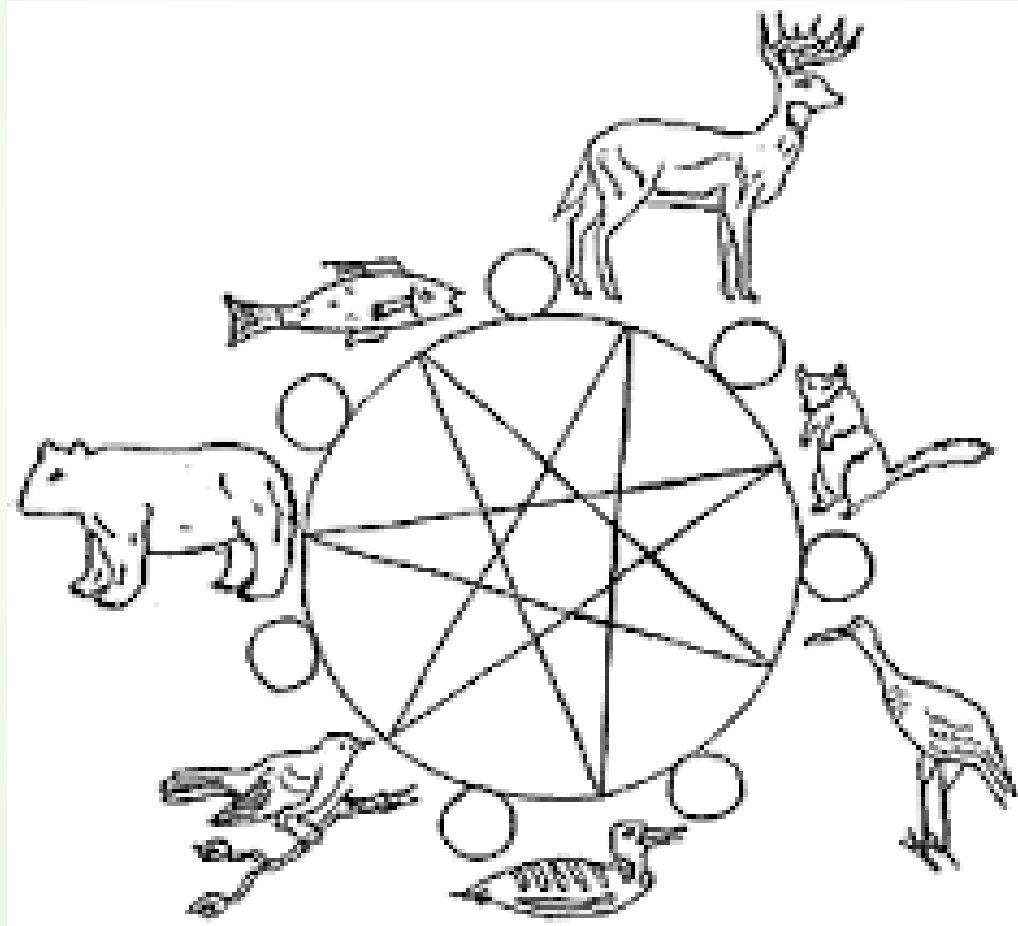
Interdisciplinary Nature of Native American Education



Concentric Circle Model



Kincentric Circles



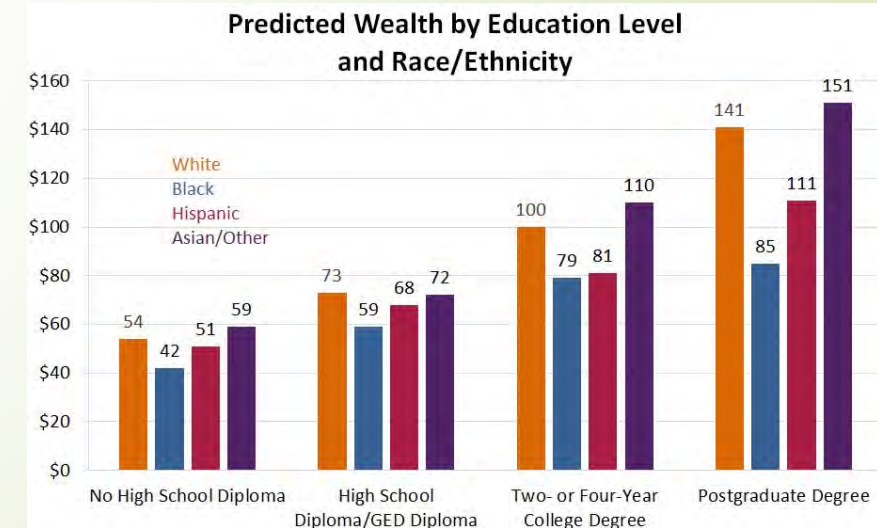
Treaty Rights, Responsibilities & Relations



Treaty Petition of 1849

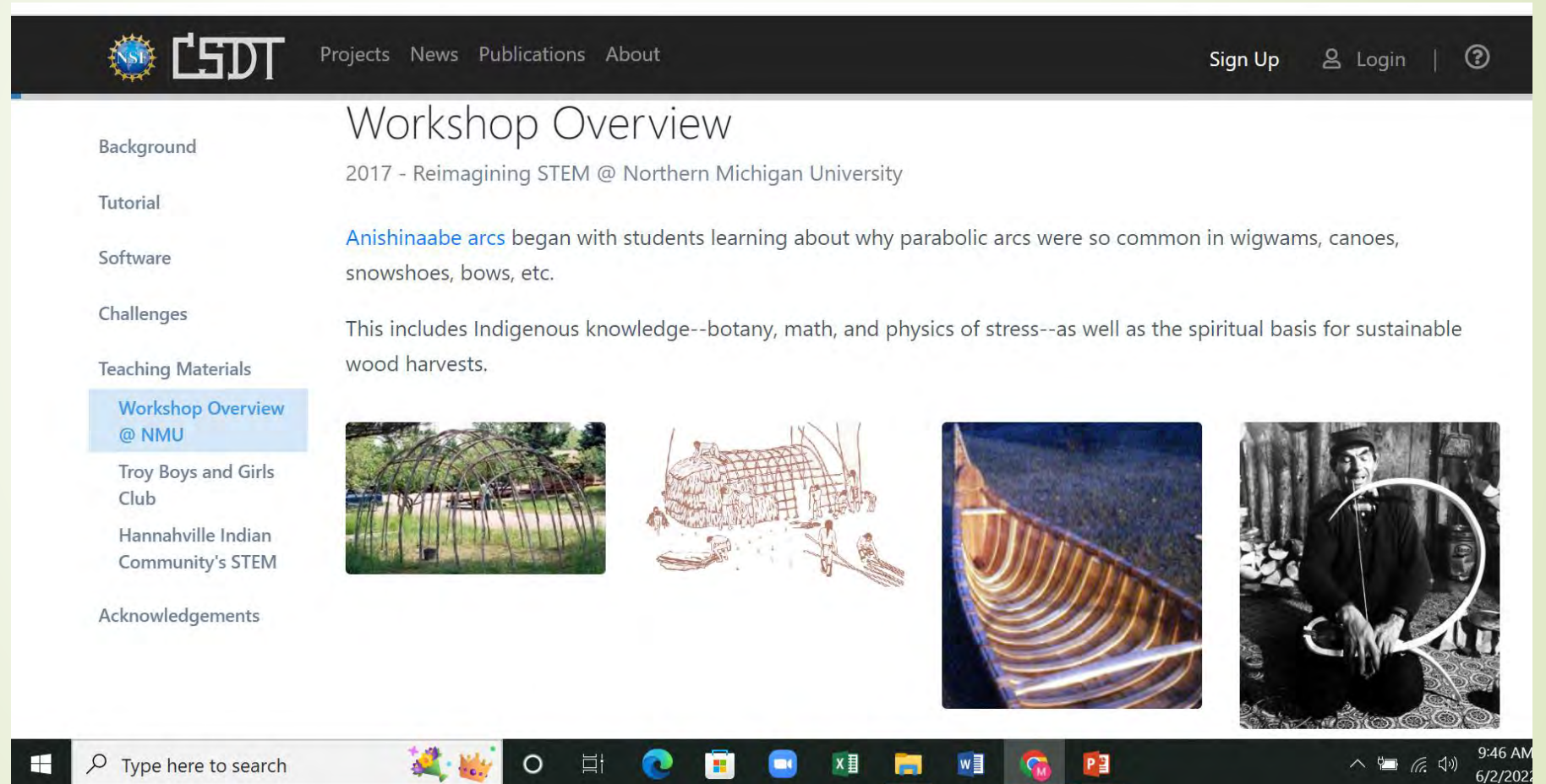


Disenfranchisement from Collective Tribal Wealth Created Widespread Poverty



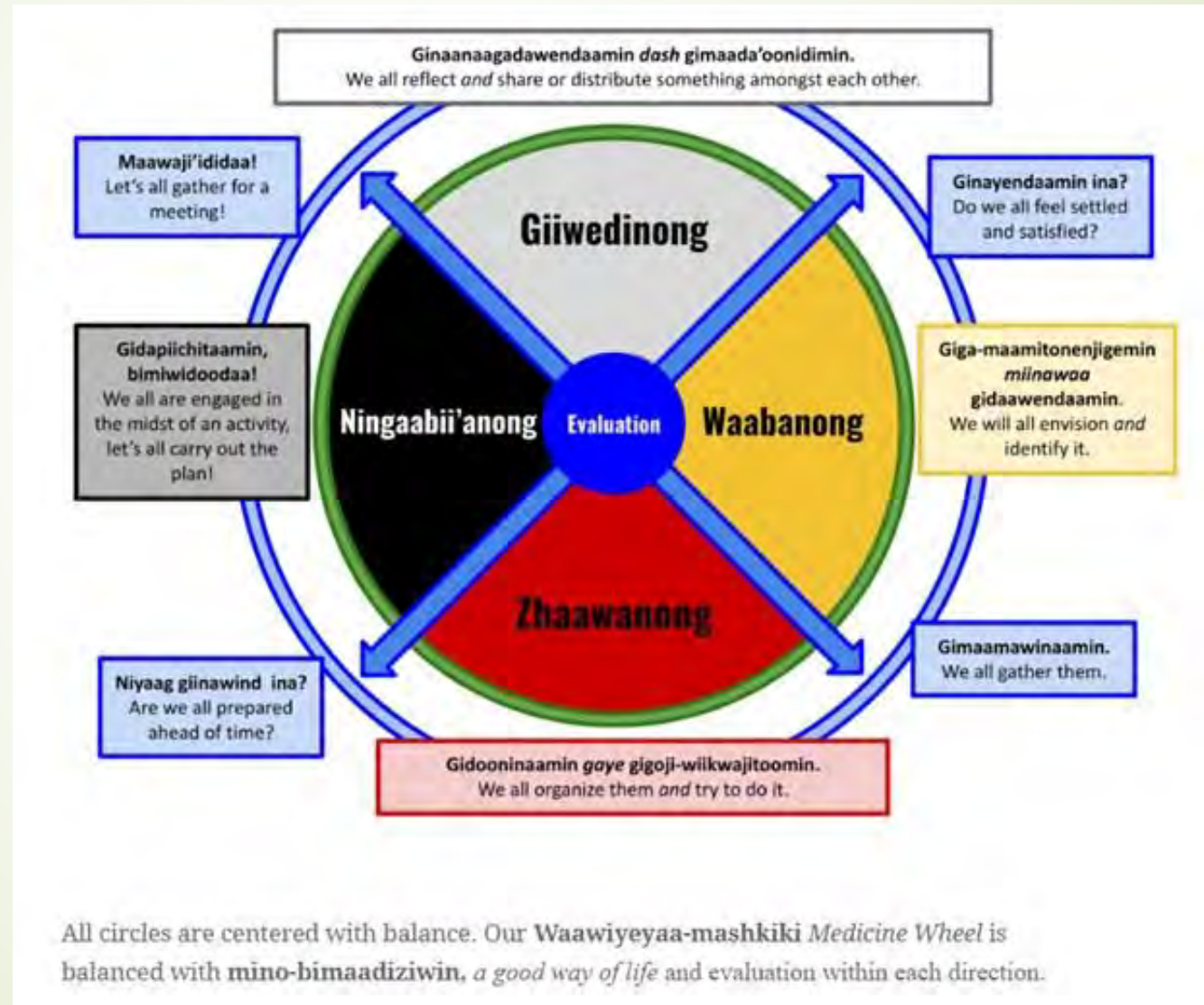
NOTE: Figures are expected wealth per \$100 of a college-educated white family's wealth.
 SOURCE: Emmons, William R.; and Ricketts, Lowell R. "College Is Not Enough: Higher Education Does Not Eliminate Racial and Ethnic Wealth Gaps," working paper, Federal Reserve Bank of St. Louis, 2016.

Generative/Regenerative Education

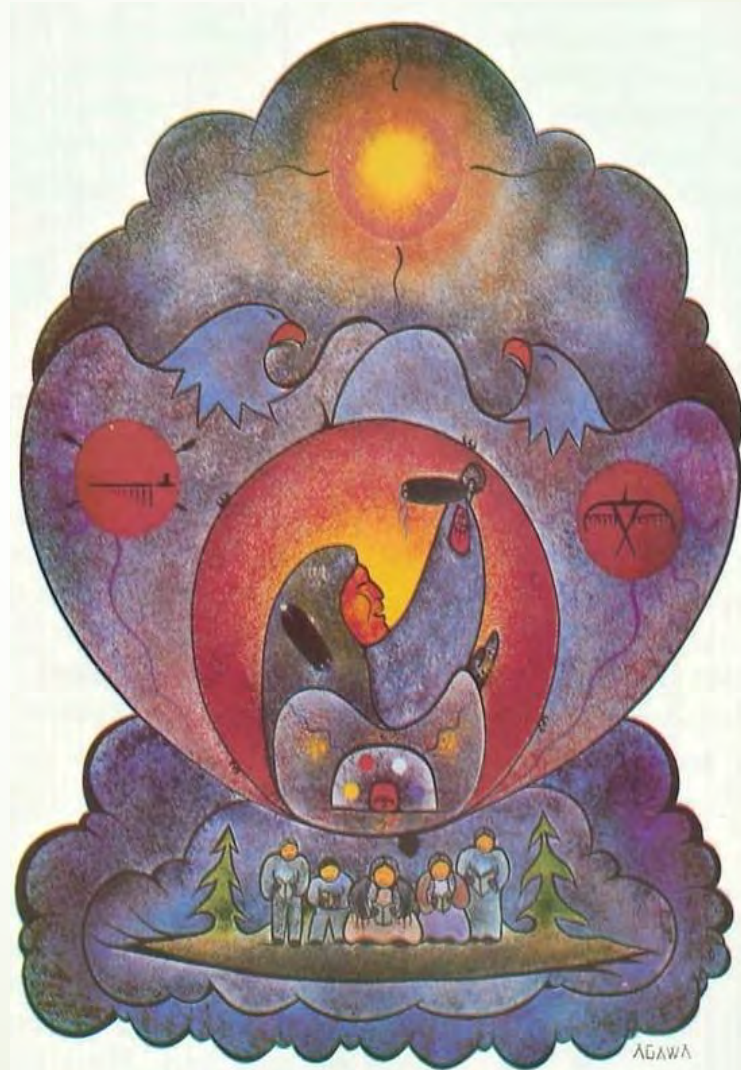


The screenshot shows a website interface for a workshop overview. At the top, there is a navigation bar with the logo 'CSDT' and links for 'Projects', 'News', 'Publications', and 'About'. On the right side of the navigation bar, there are links for 'Sign Up', 'Login', and a help icon. The main content area is titled 'Workshop Overview' and includes a subtitle '2017 - Reimagining STEM @ Northern Michigan University'. Below the title, there is a paragraph of text: 'Anishinaabe arcs began with students learning about why parabolic arcs were so common in wigwams, canoes, snowshoes, bows, etc.' This is followed by another paragraph: 'This includes Indigenous knowledge--botany, math, and physics of stress--as well as the spiritual basis for sustainable wood harvests.' To the left of the main content is a sidebar with a list of menu items: 'Background', 'Tutorial', 'Software', 'Challenges', 'Teaching Materials', 'Workshop Overview @ NMU' (highlighted in blue), 'Troy Boys and Girls Club', 'Hannahville Indian Community's STEM', and 'Acknowledgements'. Below the text in the main content area, there are four images: a photograph of a large metal parabolic arch structure outdoors, a historical illustration of a wigwam with a parabolic frame, a close-up photograph of the curved ribs of a canoe, and a photograph of a person sitting and working with a large parabolic arc.

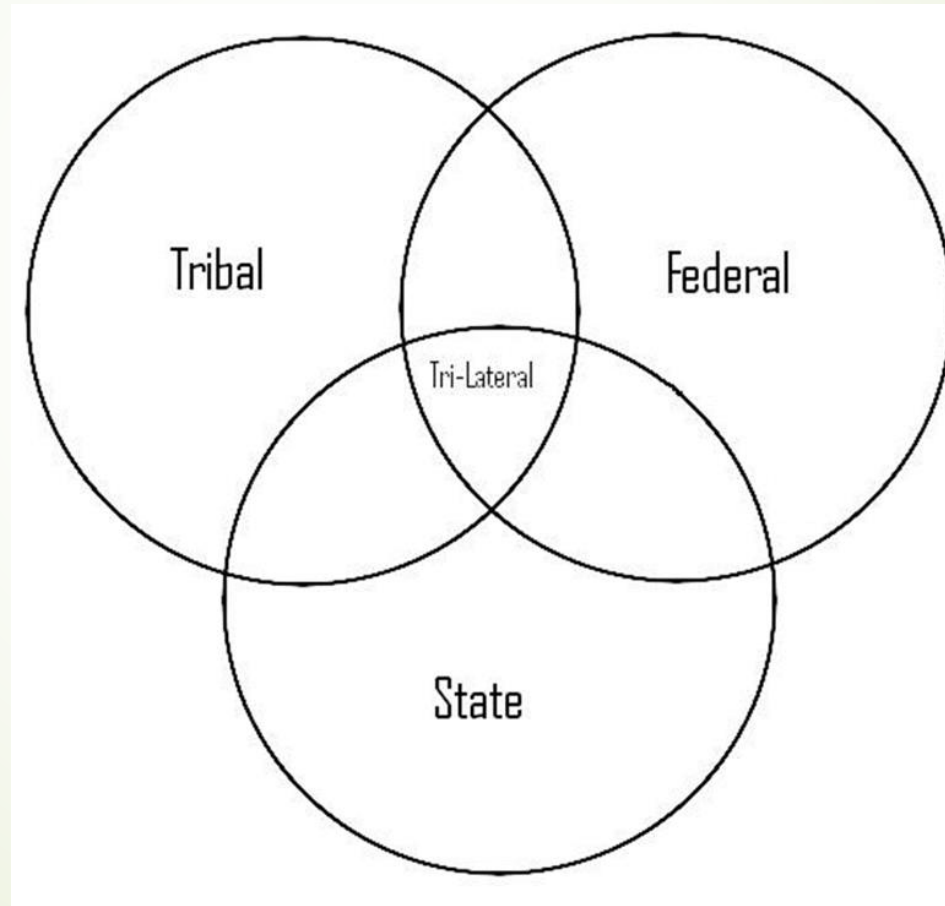
Medicine Wheel Logic Models



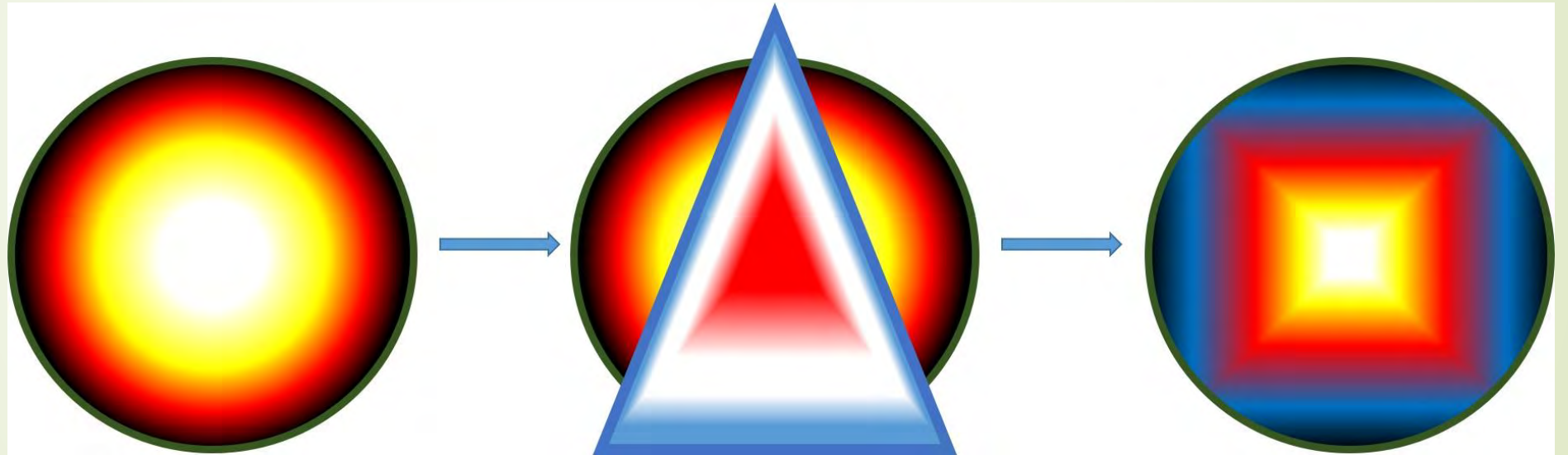
Shingwauk's Vision




The Shared Responsibility for Native American Education



Decolonizing and Revitalizing





The Proof is in the Corn Pudding: Outcomes of the Decolonizing Diet Project

- ▶ Outcomes of the Decolonizing Diet Project include:
 - ▶ Research participants collectively experienced significant:
 - ▶ Reductions in weight
 - ▶ Reductions in girth
 - ▶ Reductions in BMI
 - ▶ Individuals also experienced noteworthy or significant:
 - ▶ Reductions in blood pressure
 - ▶ Reductions in cholesterol
 - ▶ Reductions in blood glucose levels



Recommendations

- ▶ 1. Fulfill the original promises made to the tribes in the treaties and agreements of former years.
- ▶ 2. Fund annual tribal, statewide, and national Native American education summits and annual reports.
- ▶ 3. Seek out opportunities to build capacity for shared governance.
- ▶ 4. Provide meaningful support for the revitalization of traditional tribal education systems including tribally controlled access to healthy lands and waters.
- ▶ 5. Require all educational entities receiving federal funding to hold annual Native American education professional development sessions for all staff in partnership with local tribes, the Tribal Education Departments National Assembly or other reputable organizations.
- ▶ 6. Provide a guaranteed, comprehensive educational trust fund for all enrolled tribal citizens in the US that increases based on need.
- ▶ 7. Create a fund for decolonizing/revitalizing educational research controlled by a board composed of Native American studies faculty representing all geographic regions.



Resources

- ▶ CC Network National Center, Native Education Collaborative
<https://compcenternetwork.org/national-center/our-work/project/6142>
- ▶ Eglash, R., Bennett, A., Babbitt, W., Lachney, M., Reinhardt, M. & Hammond-Sowah, D. (2020). "Decolonizing Posthumanism: Indigenous Material Agency in Generative STEM". *British Journal of Educational Technology*. Vol. 51. No. 4. 2020 pp.1334–1353.
<https://onlinelibrary.wiley.com/doi/epdf/10.1111/bjet.12963>
- ▶ Eglash, R., Lachney, M., Babbitt, W., Bennett, A., Reinhardt, M. & Davis, J. (2019). "Decolonizing education with Anishinaabe arcs: generative STEM as a path to indigenous futurity." *Educational Technology Research and Development*. <https://doi.org/10.1007/s11423-019-09728-6>
- ▶ Reinhardt, M. & Roman Nose, Q. (2019). Tribal Education Self-Description and Classification Instrument. Available from the Tribal Education Departments National Assembly. <https://tedna.org/>
- ▶ Reinhardt, M. & Ward, G. (2018). Introduction to Tribal Education. Tribal Education Departments National Assembly.
<https://www.edupaths.org/Pathways/Details/1512>



Resources Continued

- ▶ Reinhardt, M. (2017). "Curriculum Development, Lesson Planning, and Delivery: A Guide to Native Language Immersion." *Cogent Education*. 4: 1340861.
<https://www.tandfonline.com/doi/full/10.1080/2331186X.2017.1340861>
- ▶ Reinhardt, M. & Bowman, N. (2017). *Tribal Consultation Under the Every Student Succeeds Act: A Guide for Tribal Leaders and Communities*. Midwest Comprehensive Center at American Institutes for Research and Bowman Performance Consulting.
- ▶ Reinhardt, M. & Bowman, N. (2017). *Tribal Consultation Under the Every Student Succeeds Act: A Guide for Affected Districts*. Midwest Comprehensive Center at American Institutes for Research and Bowman Performance Consulting.
- ▶ Reinhardt, M. (2016). "Naadamaage Kinomaagewin: Service Learning in Native American Studies." *The Landscape of Rural Service Learning, and What It Teaches Us All*. R. Stoecker, N. Holton, and C. Ganzert, eds., East Lansing: Michigan State University Press.
<https://msupress.org/9781628952780/the-landscape-of-rural-service-learning-and-what-it-teaches-us-all/>



Resources Continued

- ▶ Reinhardt, M. (2015). "Spirit food: A multidimensional overview of the Decolonizing Diet Project". *Indigenous Innovation: Universalities and Peculiarities*, eds., E. Sumida Huaman and B. Sriraman. Rotterdam: Sense.
- ▶ O'Connor, D., Kubinski, E., Koelln, A., Nayar, N., Bowman, N. & Reinhardt, M. (2015). *American Indian Education in Wisconsin*. (Bulletin 15031). Madison, WI: Department of Public Instruction.
- ▶ Reinhardt, M., Perry Evenstad, J., & Faircloth, S. (2012). "She has great spirit: insight into relationships between American Indian dads and daughters". *International Journal of Qualitative Studies in Education*, 25:7, 913-931.
- ▶ Reinhardt, M, and Tippeconnic, J. (2010). "The Treaty Basis of Michigan Indian Education". *Indigenous Policy Journal*. Vol. XXI, No. 3.
- ▶ Reinhardt, M. (2007). Trust doctrine. In D. L. Fixico (Ed.), *Treaties with American Indians: An encyclopedia of rights, conflicts, and sovereignty*. Santa Barbara, CA: ABC-CLIO.
- ▶ Reinhardt, M. and Maday, T. (2005). *Interdisciplinary Manual for American Indian Inclusion*. Marquette: Northern Michigan University Center for Native American Studies. <http://www.nmu.edu/nativeamericans/>.

Miigwech (Thank You)

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